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ABSTRACT

Project POWER is an educational program developed jointly by Triton College, River Grove, Illinois, and the Labor Management Center of the Mid-Metro Economic Development Group, for employees of local companies who are interested in improving basic skills in English, reading, mathematics, and writing, as well as for employees who want to prepare for the General Educational Development test. POWER is an acronym for Partnerships for On-site Workplace Education and Retraining and the objectives of the program, which officially began in October 1988 and ended in March 1990, were established to meet regional training requirements. The objectives were: (1) to increase existing coordination between education, business, and labor; (2) to increase the number of companies and, subsequently, the number of employees who participate in workplace literacy programs; and (3) to increase work-related literacy skills of employees to officially establish performance levels needed for the job. The classes were planned cooperatively by Triton College and the companies. They were held within the company, meeting twice per week for 2 hours per session, for 10-15 weeks. Classes are work related, use work-release time, are free, provide child care and transportation assistance as needed, offer academic and personal counseling and tutors, and provide confidential assessment results. Benefits to participants include improved communication on and off the job, better job options and opportunities, increased promotability, preparation for technological advances at work, and improved confidence. Companies participating in Project POWER include Allied Die Casting, Album Graphics Inc., American Rivet Company, Inc., Borg Warner Automotive, Carbide International, Jacobs Suchard Inc., M & M/MARS, and Navistar International. (Appendixes list the three program objectives with activities, staff evaluation, and timelines; provide graphics illustrating program statistics; and include the project brochure in English and Spanish.) (KC)

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P O W E R for Progress:

A Model for Partnerships in Workplace Literacy

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P O W E R for Progress:

A Model for Partnerships in Workplace Literacy

The **P O W E R** in Triton College's Project **P O W E R** is an acronym based on words to be taken literally: Partnerships for On-site Workplace Education and Retraining.

The project, created jointly by Triton College and the Labor Management Center of the Mid-Metro Economic Development Group, was partially funded by the Office of Vocational and Adult Education of the U.S. Department of Education. A key element in the development of this model program has been cooperation. The planning, implementation, and evaluation of training that taken place at participating worksites have depended on the teamwork of Triton College with the business community, labor, and government agencies. The process of these partnerships--the challenges presented and the approaches tried--is the subject of this report. The following pages describe the objectives established for the program, the planning process, implementation, and evaluation of results.

BACKGROUND

Project **P O W E R** was developed in response to local as well as national needs for strategies to counteract the problem of illiteracy.

In recent years, increasing attention has been paid to the problem of reading and writing incompetency among adults throughout the United States. One estimate suggested that more than 27 million Americans over the age of 17 cannot read and write well enough to order from a catalogue or fill out a job application.[1] Studies by the Business Council for Effective Literacy reported that 11 percent of professional and managerial workers, as well as 30 percent of semiskilled and unskilled workers, are functionally illiterate. The economic implications of these figures are staggering. The September 28, 1987 Wall Street Journal reported "that productivity losses caused by poorly educated workers, together with the price of remedial training costs business about $25 billion a year. However, business is even more concerned as jobs requiring more than most basic reading, writing and computational skills become the fastest growing sector of the labor market."

Local statistics have been no less disconcerting. Approximately one-third of adults in the city of Chicago and its surrounding suburbs were counted as high school dropouts. Approximately 100,000 of the 458,000 bilingual Hispanics in the area indicated having substantial difficulty with English.

Narrowing the area still further to District #504, the sixty-three-square-mile multi-ethnic area immediately surrounding Triton College in River Grove, highlights a district in which the high school dropout rate is the second highest in the state of Illinois. Viewed in this context it is not surprising that the demand for adult literacy classes at Triton, including English as a Second Language (ESL) and GED, rose by nearly 50 percent within a single year.[2]

The increase in demand for a responsive curriculum weighed heavily on Triton's already established programs. Having already begun to reach out to those in need of help, planners at Triton now began reaching out to those who could contribute help.

The partnership between Triton College and the Labor Management Center was designed to meet recommendations made by the U.S. Department of Labor and supported by data collected from the American Society for Training and Development (ASTD). The cooperation established a significant step for the rapidly changing job market where "a partnership approach--one that involves business and industry, labor, schools, government, community organizations, and workers themselves--is essential if we are to be successful."[3]

THE COOPERATING ORGANIZATIONS

Founded in 1964, Triton College is a comprehensive community college serving approximately 21,000 students per semester. The district in which Triton is located has 350,000 residents and more than 5,000 businesses; it has the highest manufacturing density in Illinois. Triton programs include regular community college courses with classes to strengthen basic skills in reading, writing, and mathematics, Adult Basic Education, English as a Second Language, and GED preparation. In response to the increasing interest and training needs of local businesses and government agencies, Triton expanded its services to include the Volunteers for Literacy Project and the Employee Development Institute (EDI). One of the first and the largest of employee training operations, EDI was established in 1972 to work with commerce, industry, professional organizations, and municipalities. EDI has offered training to over 20,000 persons in more than 1,200 programs.

To meet still increasing demands, Triton sought a partnership that could help share expertise and resources, increase impact, and improve productivity and cost-effective management. The

Labor Management Center (LMC) became the cosponsor to plan and implement a demonstration project to teach literacy skills in the workplace throughout the Chicagoland area.

The Labor Management Center was established in 1987 from funding made available by the Federal Mediation and Conciliation Service. LMC includes a membership of over 25 business, labor, and government representatives. Included on the LMC Board of Directors are representatives from the International Brotherhood of Teamsters, General Electric Company, Chicago Federation of Labor, and United Auto Workers. The goal of LMC is "...to enhance the economic development potential of the west Cook County area through programs which focus attention on the cooperative actions between labor and management." To help attain this goal, LMC has set up a four-phase plan which includes information/data gathering communication seminars between labor and management, public relations campaign, and intervention on behalf of employees and employers who seek training and retraining.

Together, Triton College and the Labor Management Center in letter of agreement established the Triton College Literacy Partnership Committee (TCLPC) to serve as the organizing and working body of their alliance.

TCLPC membership has included a Project Director, an Industry and Educational Liaison Specialist, and Educational Services Manager, Directors of GED, ESL and Literacy Programs, an Education Counselor, a Curriculum Specialist, company On-site Coordinators, Labor and Management Representatives, and a Private Industry Council Representative.

The cosponsorship model established by the alliance has represented an exciting alternative to the usual isolated employee development programs implemented by individual institutions. The partnership allowed what was expected to be a cost-effective use of financial support and expertise from both government and private sources. Small firms unable to afford employee training could join with larger companies, and pool employees, experience, and other resources.

NEEDS ASSESSMENT

One of the first tasks of the Triton College Literacy Partnership Committee was to establish criteria on which companies were deemed eligible for participation in Project **P O W E R.** Criteria included the need to upgrade skills; a minimum number of potential employee participants; commitment of a company to cooperate in promoting the program and to encourage voluntary attendance; provision of at least one hour of paid leave allowing a worker to attend programs; accommodation with convenient scheduling; and opportunity for rewarding participants with job promotions, further training, salary increases, and

in-company program administration.

In October and November of 1988, the first months of its existence, TCLPC curriculum specialists set about designing procedures and materials for a "literacy audit" of companies interested in participating in the program. In addition to selecting assessment instruments and procedures, the specialists collected comprehensive sampling of materials relevant to work performance, interviewed employees, supervisors, and personnel department staff, and observed employees in their job settings. Through this early assessment, TCLPC was setting the first stages for a clearer understanding and ability to meet its objectives.

ARTICULATED GOALS

Pursuant to Public Law 100-202, the following objectives were established and recognized by the TCLPC to meet regional training requirements:

1. To increase existing coordination between education, business, and labor, thereby encouraging greater participation in workplace literacy efforts;

2. To increase the number of companies and, subsequently, the number of employees who participate in workplace literacy programs; and

3. To increase work-related literacy skills of employees to performance levels needed for the job as established by participating companies, curriculum specialists, and workers.

These three objectives were viewed as mirrors for the intent of provisions of section 317 of the Adult Education Act which includes establishment of an exemplary partnership including representation from commerce, industry, labor, education, and Private Industry Council; the roles and responsibilities of partnership members; evidence of a member's ability to provide literacy services; and assurances that funds will supplement, not supplant, existing programs.

PLANNING AND PROMOTING THE PROGRAM

In order to meet the three objectives of the TCLPC, the project director and principal staff developed a timeline which detailed planned activities (see Appendix). Included in this schedule were procedures to be followed for literacy audits of participating companies; profiles for individual jobs; and assessments of the skills of individual employees. For each activity the responsible staff members were designated, and target dates were suggested.

Initial stages for meeting the first objective of increasing cooperation and encouraging greater participation were largely the responsibility of the Project Director.

As the program moved towards meeting its second objective to increase the number of on-site programs from 5 to 60 per year, additional staff were to become more actively involved. An Industry Education Liaison Specialist (IELS) was to assist in promoting the programs on-site. The IELS, an Education Counselor, and Instructors were expected to help recruit and register program participants. The IELS and representatives from the client company were expected to monitor program arrangements and make modifications when necessary. Guidelines were carefully set to consider the limitations of each situation: scheduling constraints; location and features of teaching facilities; availability of an on-site coordinator provided by the company; the ability of a company to commit to an average of 45 hours of training; and the extent of management commitment --theoretical, practical, and financial--to the project. The concept of cosponsorship involving two companies, when one alone might not be able to support a program, was encouraged.

Special attention was paid to planning promotional steps for recruitment: working with the client companies to establish incentives for participants such as referral bonuses, attendance bonuses, skill-based pay or promotional opportunities, and work schedule modification; and providing "in-person" registration with the program's Education Counselor, and possibly the Instructors, available to answer questions and counsel employees on features of the program. The monitoring and adapting of these steps were considered from the very start to be ongoing "maintenance" efforts for successfully meeting the second objective.

A timeline was also planned to meet the third and final objective of the program: to have a minimum of 80 percent of participating employees achieve performance levels established by the Literacy Skills Profile. In this phase of the program, the Educational Services Manager (ESM) was to be responsible for managing and coordinating the actual educational activities. Along with Curriculum Specialists, the ESM would investigate levels of workplace literacy, identify levels of reading, writing, and computational skills for each job, and encourage individual employees to take advantage of the program. The Curriculum Specialists, with the assistance of the Directors of Triton's GED, ESL, and Literacy programs would then design classes intended to bridge the gap between employee's current skill levels and work-related performance levels determined by the Literacy Skill Profile.

For each of these objectives, a timeline table was provided listing specific activities, participating staff, evaluation procedures, and targeted completion dates.

Still another timeline was issued indicating the steps to be followed in actual contact and communication with interested companies (see Appendix). This timeline allowed from one to three weeks for initial meeting, follow-up discussions, tours, preliminary planning sessions, promotion, employee recruitment, and gathering of work samples. From one to three days was targeted for registration and assessment of the employee participants. From two to three weeks were allowed for development of curriculum, scheduling of classes, and the introduction of instructors. Finally, twelve to fifteen weeks were allotted to classes with evaluations planned midway and at the end of the scheduled sessions.

From the very beginning, promotion of Project **P O W E R** was considered a crucial element in implementing the program. In addition to designing and distributing attractive and informative brochures in English and Spanish (see Appendix) and providing news releases and interviews, coordinators of the program conducted presentations to company representatives. Person-to-person contact with both the company's sponsors for the program and with employee participants was viewed as crucial step for the cooperation on which the educational partnership was based.

Articles on the project appeared in Employment and Training Reporter, January, 31, 1990 as well as in several local publications (including the January 3, 1990 business section of the Elmhurst Press Publications and the 1989 spring, summer, and fall issues of Triton Training). Six public presentations were made by project staff members at a variety of educational conferences in Champaign, Illinois (October, 1989), Rosemont, Illinois (November, 1989), Washington, D.C. (January, 1990), Boston (March, 1990), and Chicago (April and May, 1990).

Integral in plans for implementation were constant assessment of employee progress and flexibility for adaptation. The Education Counselor was expected to meet with employees on a weekly basis and, when appropriate, recommend tutorial or other assistance. Plans also included final assessment at the end of the program by means of a customized assessment battery given to all employees, as well as follow-up observation of employees' applications of skills in their job settings.

IMPLEMENTATION

The 15-month Project **P O W E R** program officially began in October, 1988 and ended in March, 1990. The entire project had originally been scheduled for twelve months, but received a three-month, no-cost extension.

Eleven participating companies became partners in the effort to enhance employee skills:

Three food manufacturers

Entenmann's Bakery
Jacobs Suchard Inc.
M&M/MARS

Two automotive/heavy parts manufacters

Borg Warner Automotive
Navistar International

Two tool and die manufacturers

Aallied Die Casting
Crafts Precision

Two small metal parts manufacturers

American Rivet company, Inc.
Handy Button Machine Co.

One graphic/printing company

A.G.I., Inc.

One robotic parts manufacturer

U.S. Robotics, Inc.

According to statistics compiled in June, 1990 the total number of employees enrolled at the start of all classes was 744; the number of those completing classes was 665 (providing a completion rate of 89%). According to statistics issued at the end of 1989, the total number of employees served in the assessment process was 1,149; the largest group of participants was between ages 25 and 44; the next largest between 45 and 59; and the smallest group was equally divided between those over 60 and those between the ages of 16 to 24. The ethnic representation of participants was as follows: Hispanic 38.8%; Caucasian 30.5%; African American 25.6%; Asian 4.4%; and American Indian .6%. 65.3% of participants were male and 34.7% female. (See appendix for graphic profiles.)

Quarterly reports on the progress of students indicated an average of from 8 to 13.5 as the average number of hours per week of workplace literacy training. The average number of hours per week for each learner was four hours: two of these hours were paid as work time; two were donated by each employee. In addition, each participating company agreed to pay Triton a fee covering 15 percent of the cost of instruction. Among the types of training funded were English as a Second Language;

Mathematics; Reading/Writing; and GED Preparation. Almost two-thirds (or 63 percent) of enrollments were in ESL classes. All classes given were held at the work site.

Progress of the program reported in the quarterly reports included the following information and serve well in illustrating program development and concerns of the administrators:

> ....Classes have begun at two companies and assessments have been conducted at an additional four companies....Additionally we are negotiating with ten more companies....We are accelerating our marketing efforts....
>
> Workplace literacy staff have attended several workshops focusing on workplace literacy and business/industry training issues....
>
> Despite the start up delays the program has been generally well received.
>
> "....it has been more difficult than anticipated to recruit employees for participation....We have spent much more time on recruitment and marketing than originally planned. It appears that this will continue to be true for many of the companies we work with.
>
> Additionally, many companies have unrealistic expectations. They assume that literacy training can quickly result in significantly improved production. As a result the workplace literacy staff have spent a large portion of their time meeting with company representatives on the development of realistic goals.
>
> (Also)...it has been difficult to recruit experienced instructors for the ESL classes....Consequently, we may need to hire and train instructors who do not have industry experience. This will increase both the time spend and associated costs beyond the original expectations. (First Quarter)
>
> (669 employees were assessed. Of the 334 employees) who were assessed, but did not participate...(there were) the following reasons:...due to company policy change, (temporary employees) were not permitted to attend classes....due to shift changes many employees were unable to attend classes....(at another company) not enough interested employees to set up class....
>
> (183 participants successfully completed classes and are eligible for advancement. Of the 151 participants) who did not successfully complete classes: 141...(w)ithdrew ...for different reasons (i.e. retirement, schedule conflicts, health, parental leave, met personal objectives, lost interest in program). 11...(c)ompleted classes, but did not show adequate improvement to advance to a higher level. (Second Quarter)

At the end of each set of classes, students and instructors completed evaluation questionnaires, and attempts were made

to obtain ratings from supervisors. These evaluations, along with interviews of employers and administrating staff, and consideration of pre- and post-testing methods and results were part of a formal review of procedures conducted for Triton by the Center on Education and Training for Employment (CETE) of The Ohio State University.

EVALUATION PROCEDURES

A report issued by CETE in March of 1990 assesses evaluation techniques used throughout the planning and implementation of Project **P O W E R**. The report summarizes the findings, interprets the implications, and suggests the limitations of information culled from evaluation forms filled out by students and instructors, interviews with company personnel, and the results of pre- and post-testing conducted by the project's administrative staff. An overall comparison was made of Project **P O W E R** practices to those generally recommended for workplace literacy programs.

Evaluation forms for the students were available in both English and Spanish. Almost all students rated all aspects of the courses good, very good, or excellent, with most of the ratings in the two highest categories. Instructors responses were slightly less positive: their ratings of overall progress of students clustered in the "good" to "very good" categories.

Unfortunately, few of the questionnaires distributed among participants' supervisors were returned, and those that were returned had variable ratings insufficient for drawing conclusions. Part of the difficulty may have been that questions referred to workers as a group without accounting for the range of individual difference among employees.

Interviews with two employer representatives by the CETE evaluator indicated an assessment factor not otherwise represented by conventional measuring instruments. Both sets of employers interviewed volunteered the view that classes led to a more positive attitude of employees toward their companies.

While gains reported in the average increase from pre- to post-tests appeared consistent with the number of hours the students received, CETE cited concerns about the appropriateness of standardized reading tests for workplace literacy programs: since workplace literacy stresses material immediately relevant to jobs, instruction may not address some of the kinds of knowledge measured by standardized tests. The CETE report stated that "If a test based on the actual content taught were available, the gains would probably be larger than those reported."[4]

EVALUATION RESULTS AND CONCLUSIONS

Using the most accepted guides for workplace literacy programs,[5] CETE concluded that Project **P O W E R** followed practices generally accepted as the best available in the design and conduct of workplace literacy programs. The CETE report stated,

> ....The project requires a commitment on the part of the employer, i.e., paying for part of the instructional costs as well as paying employees for half their class time. Project staff conduct literary audits of the basic skills needed on the job in individual companies. Materials specific to each company that require reading, writing, and computation are incorporated into the instruction for that company's employees. The course outlines are approved by the Illinois Community College Board.
>
> Testing and individual interviews are conducted with potential students to assess existing skill levels and to identify any concerns or problems that might interfere with their performance in the courses. The project can provide day care and transportation allowances if students need such assistance to attend classes. Efforts are made to obtain instructors who have experience teaching adults in workplace settings. Much of the instruction is individualized with the teacher acting more as a coach or tutor than as a lecturer.

In assessing the three principal objectives of the project, CETE found varying rates of success, but concluded overall achievement.

Regarding the first objective to increase coordination efforts and encourage greater participation, the report cited regular administrative meetings, requirements for significant financial commitment from participating firms, and the general satisfaction of the firms. However, the report suggested that while the project appeared to be serving a few firms well, many more could benefit.

Regarding the second objective to increase the number of on-site workplace programs from an average of 5 to 60 per year, the report anticipated completion of 68 courses. Here, Project **P O W E R** significantly exceeded its objective. Insufficient statistics on financial factors in workplace literacy programs precluded determination of a cost-efficiency comparison with Project **P O W E R**.

Evaluating attainment of the third objective proved somewhat problematical. This objective was to increase work-related performance of employees to 80 percent of performance levels established by the Literacy Skills Profile. Quantitative criteria for these profiles were not developed, and measurement of student progress had to rely on available test results. It was noted that these results were positive and indicated

gains correlated with hours of instruction provided. Interpreting the most completely represented available data, CETE calculated an approximate 76 percent of students with improved scores.

A major factor that served as both a plus and a minus in the partnership concept underlying Project **P O W E R** is the requirement for management support. Project **P O W E R** sought to ensure management commitment through half-time payment for workers' time in the program and the 15 percent fee for instructional costs. This requirement guaranteed management support, but also resulted in fewer companies served and consequent higher concentration of federal subsidy to training for these companies.

The recommendations made by CETE included eliminating the specification of literacy skill profiles originally cited in the project's main objectives and replacing these profiles with other more measurable criteria and increasing efforts to recruit a wider number of employers, perhaps by locating firms willing to cooperate in offering courses.

Overall, the report found Project **P O W E R** "to be a well conducted program that is filling a substantial training need in its service area."

ENDNOTES

[1] Cited by John Blalock in the Midwest Review, and quoted in the report for fiscal year 1988 of Project Power.

[2] These statistics are based on those presented in a talk on "Shaping Chicago's Future," given by the demographer, Dr. H. Hodgkinson and were cited in the fiscal report mentioned above.

[3] U.S. Department of Education and U.S. Department of Labor. The Bottom Line: Basic Skills in the Workplace. Washington, DC: Authors, 1988.

[4] Center on Education and Training for Employment, The Ohio State University. Review of Evaluation Procedures Used in Project Power. Columbus, Ohio: March 1990.

[5] Guides containing recommended practices for workplace literacy programs include the following: Business Council for Effective Literacy, Job-Related Basic Skills. A Guide for Planners of Employees Programs, BCEL Bulletin Issue No. 2, New York: Author, 1987; Larry Mikulecky, Literacy for the Workplace, Bloomington, Indiana: Indiana University, 1988; R. Timothy Rush and other, Occupational Literacy Education, Newark, Delaware: International Reading Association, 1986; U.S. Department of Education, U.S. Department of Labor, The Bottom Line: Basic Skills in the Workplace, Washington, DC: Authors, 1988.

Appendix

OBJECTIVE I: To increase existing coordination between education, business, and labor, thereby encouraging greater participation in workplace literacy effort.

ACTIVITIES	STAFF	EVALUATION	TIMELINE
1) Maintain & expand existing partnerships via a cooperative agreement with the Labor Management Center (LMC) of Chicago.	Project Director	Signed letter of agreement.	June 15, 1988
2) The Triton Literacy Partnership Committee will insure coordination of all activities undertaken to implement Project.	Project Director	Implementation of review procedures.	On-going
3) Seek Recommendations from Committee establishing criterion for selection of companies to participate (not limited to LMC membership).	Project Director	Established criteria.	Oct 88 - Dec 88
4) Qualify companies as eligible for participation in the project.	Project Director	Number of contacts developed.	Oct 88 - Sept 89
5) Establish the criteria which will determine the prerequisite financial contribution to be made by the company.	Project Director	Established criteria.	Oct. 88
6) LMC will monitor results and evaluations of each completed training program.	Project Director	Analysis and evaluation reports delivered to LMC.	Oct 88 - Sept 89
7) Develop a manual titled "Power for Progress" which will highlight the procedures used in creating and implementing a successful workplace literacy program.	Project Director	Publication of manual	Dec. 89

OBJECTIVE II: To increase the number of on-site workplace literacy programs from 5 to 60 per year.

ACTIVITIES	STAFF	EVALUATION	TIMELINE
1. Market program to business; design, distribute promotional information; contact interested on-file clients.	IELS*	Area businesses and on-file interested companies receive information on **Project POWER**	October, 1988
2. Complete program contract arrangements (facilities, scheduling in-kind contribution, transportation, child care, etc).	IELS*, Curriculum Specialist, Client	No less than 20 contracts will be acquired and will be completed with program details	October, 1988
3. Establish co-sponsorhip relationship when required; negotiate mutual arrangements of 2 or more supporting companies.	IELS*, Curriculum Specialist, Client	Two or more qualifying companies mutually contract for a program	October, 1988
4. Assist in internal on-site marketing of program (i.e., fliers, posters, presence at employee meeting, open-house registration, etc).	IELS*, Client	All employees are informed of **Project POWER** details	October, 1988
5. Recruit and select program participants.	IELS*, Education Counselor/ Instructor	Interested employees are counseled about program; qualifying	October, 1988

		participants registered	
6. Monitor program arrangements and modify as required.	IELS*, Client	Modifications are made as requirements/ conditions change	Ongoing

*Industry and Educational Liaison Specialist

OBJECTIVE III: To increase the work-related literacy skills of employees in order to have a minimum of 80 percent of the employees achieve performance levels established by the Literacy Skills Profile.

ACTIVITIES	STAFF	EVALUATION	TIMELINE
1. Develop procedures and materials for literacy audit of companies, including: a. procedures for readability measurement of materials b. selection of assessment instruments c. development of instruments for structured workplace instruments and observations	Educational Services Manager; Curriculum Specialists; Directors GED, ESL, Literacy	Procedures manual, interview and observation instruments	October, 1988
2. Conduct audit of workplace literacy needs by: a. gathering all written materials relevant to work performance b. interviewing employees, supervisors and personnel department staff c. observing employees in their job settings	Curriculum Specialists	Completed audit: materials collected, completed interview and observation forms	Oct-Nov, 1988; as needed after Nov
3. Develop Literacy Skill Profile for each job based on information collected through: a. conducting readability study on written materials utilizing the Degrees of Reading Power Test	Curriculum Specialists	Literacy Skill Profiles	Oct-Nov, 1988; as needed after Dec

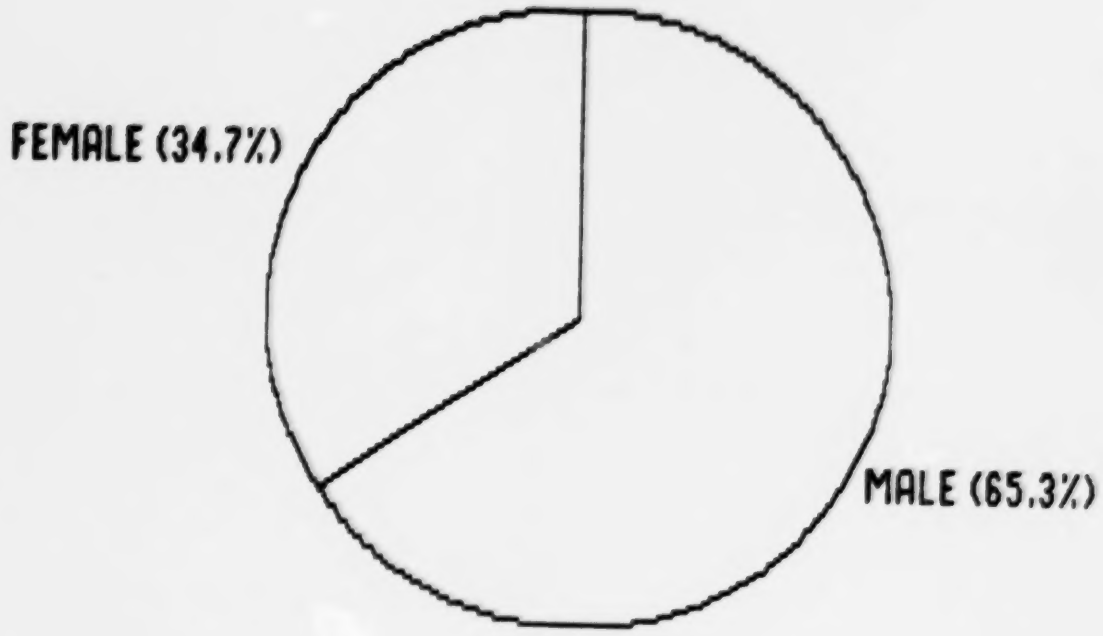
developed by the College Board; b. identifying, defining and categorizing Literacy Tasks required for effective work performance; c. identifying reading, writing, computational and problem solving proficiency levels.			
4. Assess and interpret employee skill levels a. distribute Employee Data Sheets in order to gather information on previous education, language background and other relevant information b. administer Degrees of Reading Power Test to determine employee reading level c. holistic scoring of writing which replicates, writing activities performed on the job	Curriculum Specialists	Literacy Skill Profiles	Oct-Nov, 1988; as needed after Jan
5. Discuss assessment result with each employee a. acquaint employee with literacy skills needed to perform his/her job b. link basic skills improvement to job performance in order to motivate employee	Curriculum Specialists; Directors GED, ESL, Literacy	Course outlines and materials; class schedule	Nov 1988; as needed after Nov

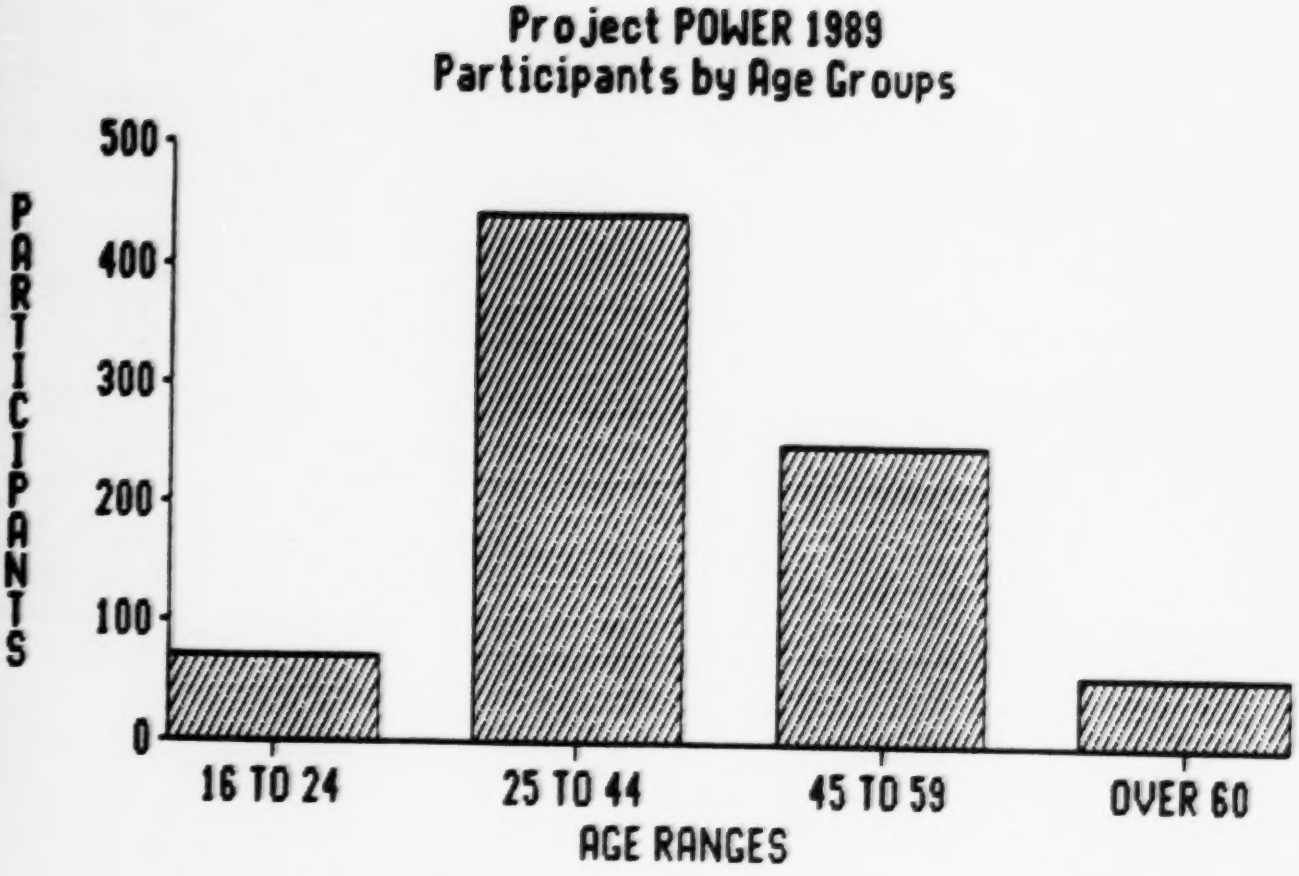
c. assist employee in overcoming personal obstacles which infringe on employee performance and success in the Project			
6. Analyze assessment results and interview records in order to develop a customized curriculum that moves students from current skill levels to those needed for effective job performance. a. provide for multiple class levels if needed b. provide for separate but concurrent language and computational skills classes organized around job-related thematic units c. provide separate language development classes for native and non-native English speakers when appropriate d. provide for GED test preparation classes when appropriate e. schedule intensive classes meeting a minimum of two hours twice a week	Curriculum Specialists; Directors GED, ESL, Literacy	Course outlines and materials; class schedule	Nov 1988; as needed after Nov
7. Hire and train instructors	Educational Services Manager; Directors GED, ESL, Literacy	Personnel records	As needed

8. Assess employee progress, coordinate class activities and make any necessary adjustments	Curriculum Specialists, Instructors, Directors GED, ESL, Literacy	Minutes of meetings	Weekly Monthly
9. Assess employee progress in meeting class objectives; send Progress reports to counselor	Instructors, Education Counselor	Progress reports; Individual Employee Program Files; Progress Reports	Bi-Weekly
10. Discuss employee progress and recommend additional assistance as needed	Education Counselor	Individual Employee Program Files	Monthly
11. Refer employees requiring additional assistance to tutors	Instructors, Education Counselor	Tutorial Refferal Forms	As needed
12. Administer assessment battery (including DRP, targeted writing exercises, modified mathematics test, to employees	Instructors	Test Scores; 80% of employees achieve work-related performance levels	Upon on-site program completion
13. Refer employees not achieving performance levels to individualized or group tutorial sessions	Instructors, Education Counselor	Tutorial records	June-July, 1989
14. Conduct exit interviews with employees and supervisors to determine change in perception of skills proficiency level	Curriculum Specialists	Interview records; improved perception of	July-Sept, 1989

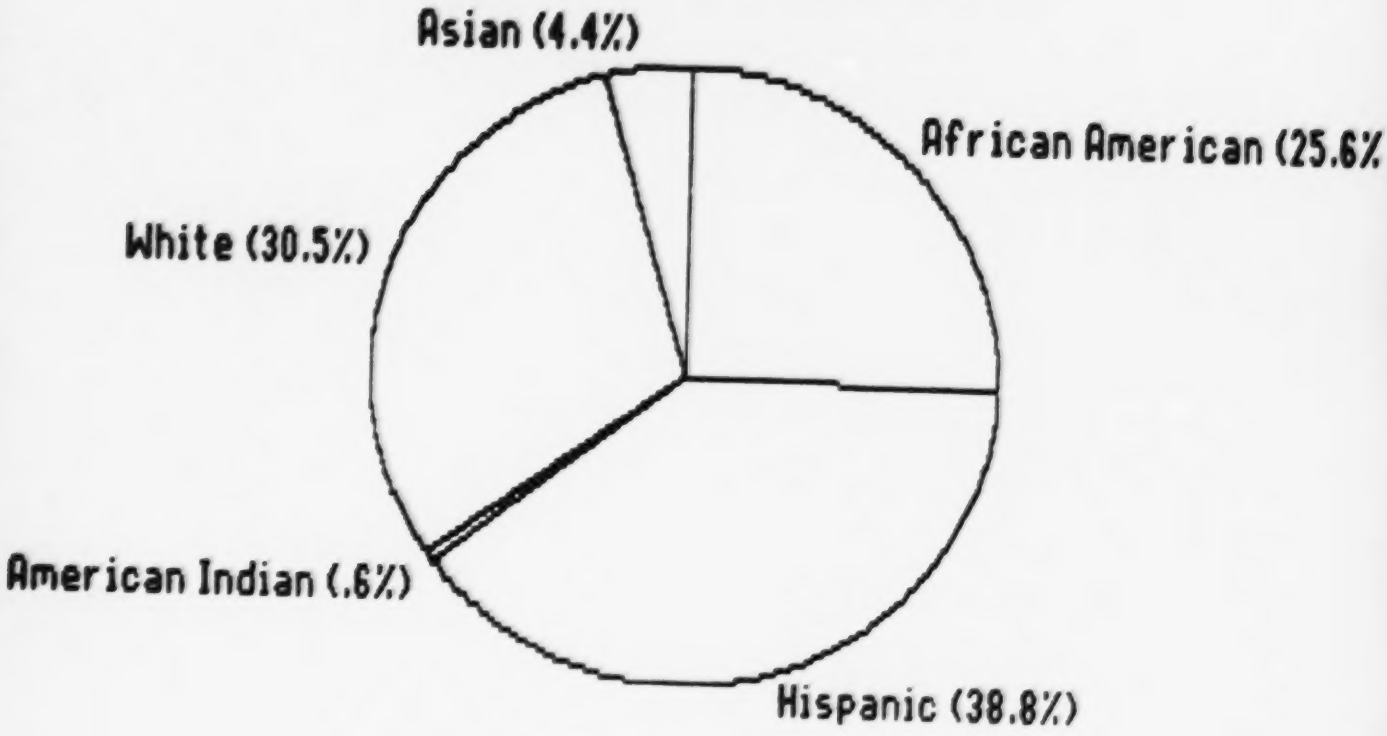
		proficiency levels by interviewees	
15. Observe employees in their job settings to assess change in performance of skills	Curriculum Specialists	Observation records; observed improvement in application of skills to job	Aug-Sept, 1989

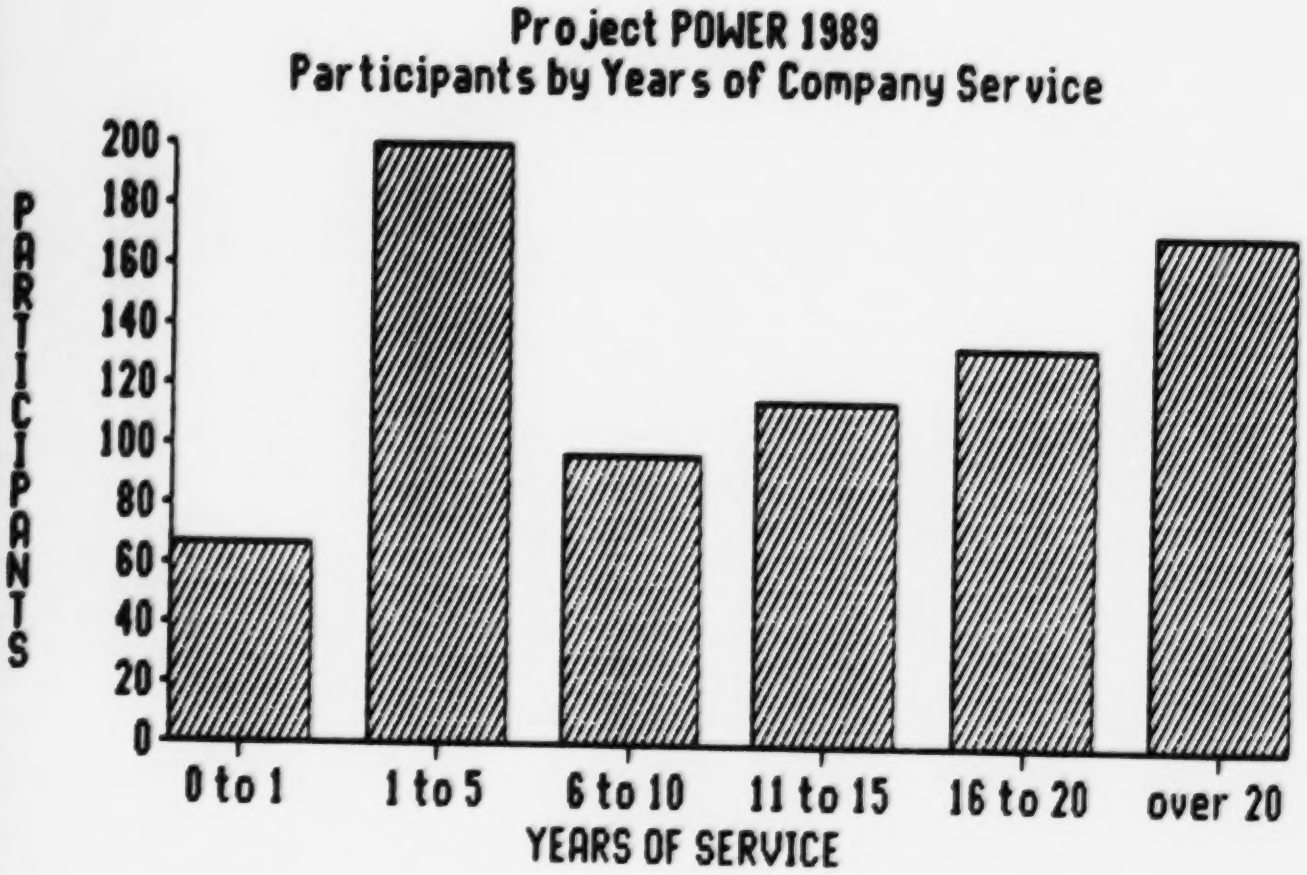
Project POWER 1989
Participants by Sex




Project POWER 1989
Participants by Age Groups
PARTICIPANTS
500
400
300
200
100
0
16 TO 24
25 TO 44
45 TO 59
OVER 60
AGE RANGES

Project POWER 1989
PARTICIPANTS BY ETHNIC BACKGROUND




Project POWER 1989
Participants by Years of Company Service
PARTICIPANTS
200
180
160
140
120
100
80
60
40
20
0
0 to 1
1 to 5
6 to 10
11 to 15
16 to 20
over 20
YEARS OF SERVICE

Benefits

- Improved communication on and off the job
- Better job options and opportunities
- Increased promotability
- Preparation for technological advances in your organization
- Improved confidence

For more information contact:

- Your supervisor

_____

_____

PROJECT POWER

Workplace Literacy

Leslie Bezzaz
ESL Curriculum Specialist
Betty Kappel
Literacy, GED Curriculum Specialist
Ann Moore
Assessment Specialist/Counselor
456-0300, ext. 239, 511, 629

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Eric Rodriguez, Student Trustee

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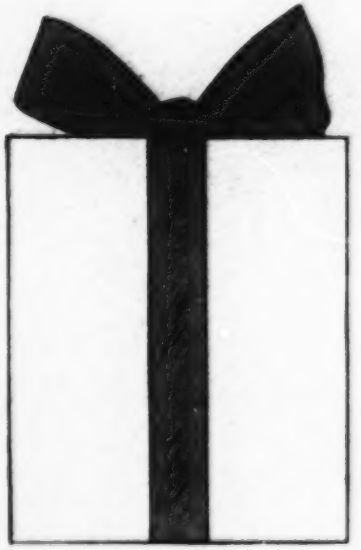
James L. Catanzaro, Ph.D.

Triton College
2000 Fifth Avenue
River Grove, IL 60171

What's in it for me?



PROJECT POWER

Educational Training Programs Designed to Improve Basic Skills

What is project POWER?

Educational Programs for

- Employees interested in improving basic skills in the following areas:
  - English
  - Mathematics
  - Reading
  - Writing
- Employees who want to prepare for the GED test.

What does it cost?

- The classes are free to eligible employees.
- Employees may be required to donate two hours per week before or after work.

How does the program work?

- Classes are held at the company.
- Skills are assessed; results are confidential.
- Employees attend classes taught by qualified, caring Triton College instructors.
- Classes meet twice per week for two hours per session.
- Classes last for ten to fifteen weeks.

What classes are available?

READING AND WRITING

- Review basic skills.
- Improve vocabulary.
- Learn new skills to help communication at work.
- Improve listening skills.

G.E.D. TEST PREPARATION

- Prepare for the high school equivalency test.

MATH + − × ÷ = −

- Review addition, subtraction, multiplication and division of whole numbers.
- Learn problem solving.
- Review computations involving fractions, decimals and percents.
- Learn about pre-spc computations involving averages and ranges.
- Study estimation/approximation.
- Improve measurement.
- Learn to read, interpret and construct tables, charts and graphs.

ENGLISH AS A SECOND LANGUAGE (ESL)

- Learn to read, write and speak more confidently in English.
  - enlarge vocabulary
  - improve pronunciation
  - develop reading/writing skills
  - gain confidence in use of English
- Improve communication at work.

Program Highlights

- Class held at work
- Work-related classes
- Work-release time
- Free classes
- Triton College instructors
- Child care assistance
- Transportation assistance
- Academic and personal counseling
- Tutors
- Confidential assessment results

Companies Participating in Project Power

Aallied Die Casting
Album Graphics Inc.
American Rivet Company, Inc.
Borg Warner Automotive
Carbide International
Jacobs Suchard Inc.
M & M/MARS
Navistar International

Beneficios

- Mejor comunicación en su trabajo y en su vida social
- Mejores oportunidades y opciones para el trabajo
- Aumentar la posibilidad de promoción
- Preparar para los avances tecnologicos de su compañia
- Mejorar la confianza en si mismo

Para más información pongase en contacto con su supervisor

_____

_____

PROJECT POWER

Alfabetización en el Trabajo

Leslie Bezzaz
ESL Curriculum Specialist
Betty Kappel
Literacy, GED Curriculum Specialist
Ann Moore
Assessment Specialist Counselor
456-0300, ext. 239, 511, 629

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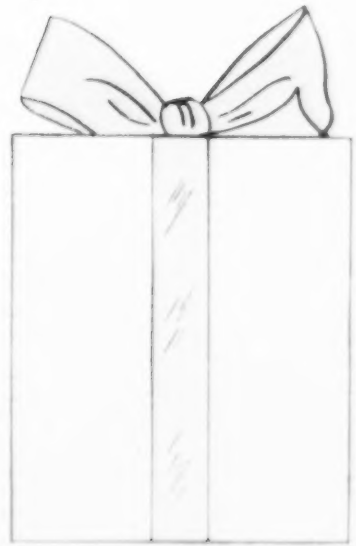
¿Qué significa para mi?



PROJECT POWER

Programa Educacional para Mejorar las Habilidades Basicas

PROJECT POWER

¿Qué es "Project POWER"?

Programas educacionales para:

- Empleados interesados en mejorar sus habilidades basicas en las areas siguientes:
  - Inglés
  - Matemáticas
  - Lectura
  - Escritura
- Empleados que quieren preparar para su examen de GED

¿Cuanto cuesta?

- Las clases son gratis para empleados que son elegibles.
- Empleados tendran que donar dos horas por semana antes o despues de trabajar.

¿Como se desarrolla el programa?

- Las clases se ofrecen en su compañía.
- Sus habilidades son evaluadas, los resultados son confidenciales.
- Empleados atienden clases dadas por instructores de calidad del Colegio Triton.
- Las clases se reunen dos veces por semana y duran dos horas.
- Clases duran de diez a quince semanas.

PROJECT POWER

¿Cuáles son las clases que ofrecen?

LECTURA Y ESCRITURA

- Repase sus habilidades basicas.
- Mejore su vocabulario.
- Aprenda habilidades nuevas para comunicarse con otros en el trabajo.
- Mejore sus habilidades de comprehensión.

PREPARACIÓN PARA EL EXAMEN DE GED

- Preparese para el examen de equivalencia a la escuela secundaria.

MATEMÁTICAS + = ÷ × ± ∠ + =

- Repase suma, resta, multiplicación y división.
- Aprenda como resolver problemas.
- Repase computaciones con fracciones, decimales y porcentajes.
- Aprenda computaciones para prepararse SPC.
- Estudie estimación y aproximación.
- Mejore su habilidad para medir.
- Aprenda a leer, interpretar y construir tablas, graficas y diagramas.

INGLES COMO SEGUNDO IDIOMA (ESL)

- Aprenda a leer, escribir y a hablar el ingles con más confianza.
  - aumente su vocabulario
  - mejore su pronunciación
  - desarrolle sus habilidades en lectura y escritura
  - gane más confianza en el uso del ingles
- Mejore su habilidad de comunicarse con otros en el trabajo.

PROJECT POWER

Aspectos Principales del Programa

- Clases se efectuan en el trabajo
- Clases relacionadas al trabajo
- Tiempo libre del trabajo para atender las clases
- Clases gratuitas
- Instructores del Colegio Triton
- Asistencia con la guardería de niños
- Asistencia con la transportación
- Consejería academica y personal
- Tutores
- Asesoramiento confidencial

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